Strategies to teach
Very Young Learners
and Young Learners
StandFor
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Evolution
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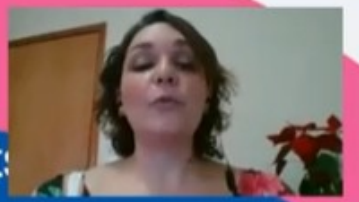
Session Objectives

Strategies to teach very young learners and young learners

- To talk about students
- To think about language acquisition
- To describe best practices for children language learning



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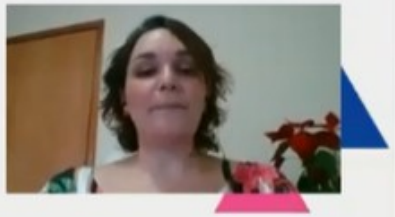
Teaching Children



- Who are they?
- What do they like?
- How do they learn?

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Very Young Learners: Who are they?

- Children aged 2 to 7
- They are at kindergarden or at the first years of primary school
- Very Young learners are at the begining of their literacy process

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Very Young Learners: What do they like?

- Stories
- Costumes
- Fantasy (imagination)
- Drawings
- Coloring
- Songs

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Very Young Learners: How do they learn?

- They have low concentration span but they are easily excited
- Although they have high source of motivation, they learn slowly
- They forget easily as they have a short memory
- They need lots of repetition and revision
- They are kinesthetic and energetic
- Their motor skills, such as using a pen and scissors, are limited

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Young Learners

- Who are they?
- What do they like?
- How do they learn?

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Young Learners: What do they like?

- Games / Digital games
- Challenges
- Puzzle like activities
- Physical activities
- Cartoons
- Heroes

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Young Learners: How do they learn?

- They are creative and want to be active
- Young learners are easily distracted and have very short attention spans
- Concrete materials helps them understand and process the meaning.
- They learn from each other by integrating with their friends
- Physical activities such as walking, running, jumping, dancing and climbing contribute positively to learning

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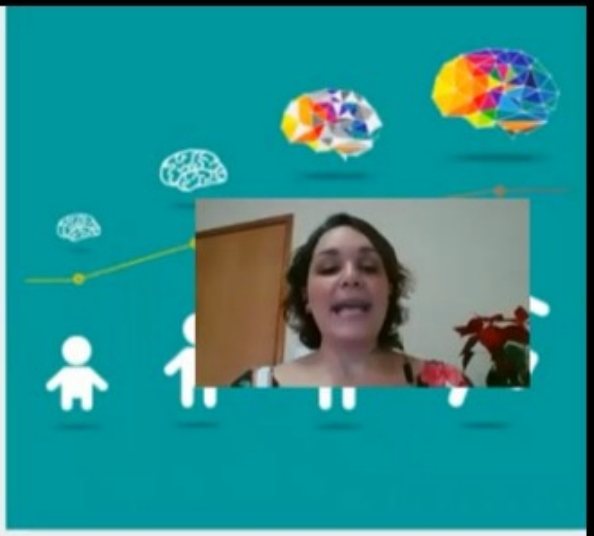

- Every child has a "**Language Acquisition Device**", or LAD for short.
- The LAD is a tool that is found in the brain; it enables the child to rapidly develop the rules of language.

Young children can learn a foreign language effectively before puberty. After puberty there will be a loss of brain plasticity and its reorganizational capacities.

(Chomsky, 1986)

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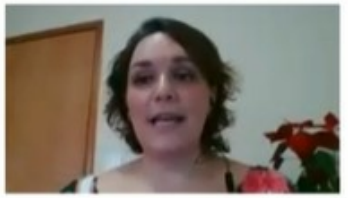
What should I consider when teaching children?



Relevant target language

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Social function

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Comprehensible input

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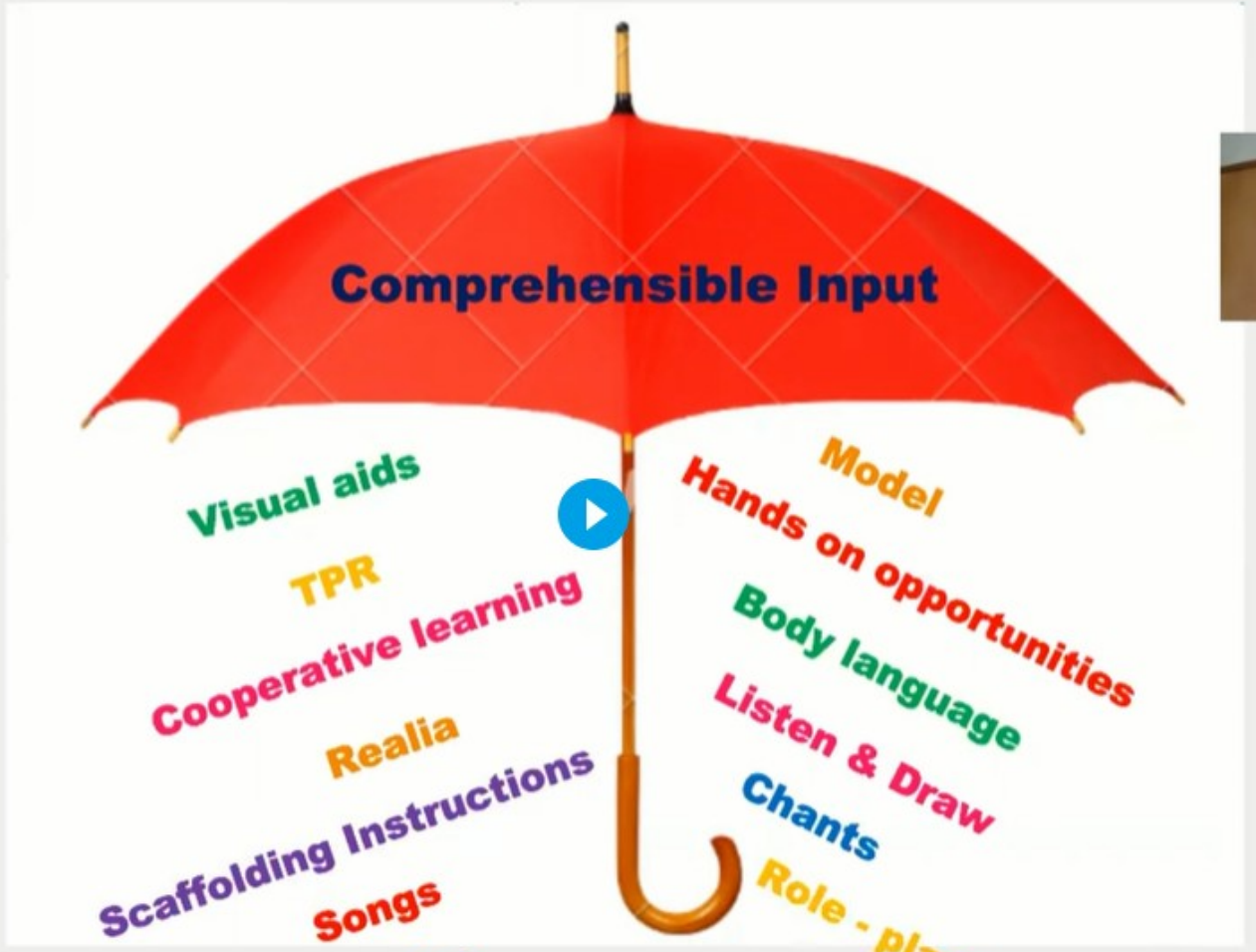

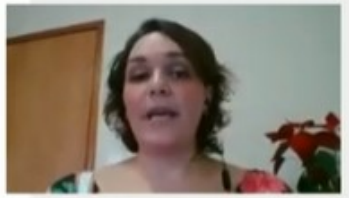

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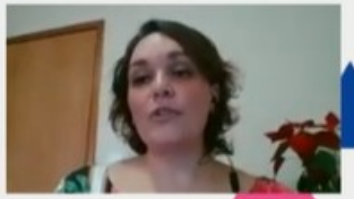
Session Summary



- We have talked about children's profile and learning
- We described what they like, how they learn,
- We learned about language acquisition theories,
- We explained comprehensible input and describe some ways to apply it in class.

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